

referenced in Pushkin's verse, Nabokov provides the author, cultural context, stanza, rhyme scheme, and, of course, his own opinion on the work. He expands even on any flora or fauna mentioned, though that may be more out of his personal interest than regard for our own. He describes at length the beauty of Pushkin's rhythm and tempo, assuring us that any dissonance in his version is absent in the original. In his own words, "To my ideal of literalism I sacrificed everything (elegance, euphony, clarity, good taste, modern usage, and even grammar) that the dainty mimic prizes higher than truth." He goes on to say Pushkin likened translators to the horses changed at the posthouses of civilization, and that he, Nabokov, can only hope that students use his version of Eugene Onegin as a pony. So what is the value of Nabokov's efforts? A student picking up his version will probably not be inspired by the beauty of the verse. But this copy of *Eugene Onegin* is the closest any of us will get to having Nabokov as a professor.

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ДОМИНИРУЮЩИЕ МОТИВЫ В ИЗУЧЕНИИ ВТОРОГО ЯЗЫКА

Аннотация. Мотивация является одним из основных факторов, влияющих на изучение иностранного языка. Статья посвящена вопросам внутренней и внешней мотивации и их отличительной характеристике. Это позволяет пролить свет на лингвистические и образовательные практики. В данном обзоре мы предлагаем шесть групп мотивов: внутренние мотивы, внешние мотивы, познавательные мотивы, мотивы перспективы, социальные мотивы, мотивы достижения успеха. Используя данные группы мотивов, можно изучить доминирующие мотивы, которые помогут определить уровень мотивации школьников и студентов, изучающих иностранный язык. Выявление предпочтений студентами доминирующих мотивов является ключевым элементом для планирования учебной деятельности, а также для учителей и преподавателей с целью ее организации и коррекции.

Ключевые слова: мотив, мотивация, изучение второго языка.

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DOMINANT MOTIVES IN SECOND LANGUAGE LEARNING

Abstract. Motivation has been identified as one of the key factors which influence second language learning. The paper focuses on intrinsic and extrinsic motivation and the distinction between them which reveals important features in both linguistic and educational practices. In this review we suggest 6 groups of motives: intrinsic motives, extrinsic motives, cognitive motives, perspective motives, social motives, motives of achieving success. Following these motives, dominant motives can be examined which may help to identify levels of students' motivation in the foreign language learning process. Identifying the preferences of students' dominant motives is a key element for planning of learning activity and for teachers with the purpose of its organization and correction.

Key words: motive, motivation, second language learning.

In the second half of the 20th century, the interests of researchers clearly have moved into the sphere of motivation, giving primary attention to the relationship between second language learning and learning motivation. Success or failure of a language learner is the most generated and versatile way for investigation of L2 motivation [10, c. 53]. One area for research that will fill a gap in the current literature on motivation in foreign language learning is "Dominant motives in second language learning". L2 motivation is defined as the extent of strives and motives to learn the language because of a desire to achieve a goal or satisfaction in this activity [4, c. 44].

The relevance of this study is caused, on the one hand, by updating educational content, underlining

such tasks as: forming methods of students' acquisition of language knowledge, cognitive and linguistic abilities for successful communication and cooperation, and expanding of international relationships. On the other hand, it is the orientations of students to the development of language abilities which includes the necessity for self-improvement and systematic application of new knowledge for adaptation in our rapidly changing world and the current socio-economic environment. Students may learn a L2 for the internal enjoyment that comes with learning a new language while other students may learn a L2 in order to obtain the extrinsic reward of a prestige carrier or a good salary. Consequently, people differ in the content of their language learning motives. They have not only different level of motivation (how much motivation they have), but also the orientation of that motivation (what type of motivation they have). Orientation of motivation deals with attitudes and personal goals that give rise to action [1, c. 120-121].

Many scientists have solved the problem of motivation, most notably but not exclusively: Gardner (1985), Dörnyei (1994), Richard and Edward (2000), Deci and Ryan (1985), Gardner and Lambert (1972), Oxford and Shearin (1994). Gardner (1985) summarized much of the literature dealing with various conceptual, analytic, and theoretical issues associated with motives. He developed Self-Determination Theory in which he underlined different types of motivation based on the different strives and goals that cause action. The most basic distinction is in characteristic of intrinsic motivation and extrinsic motivation. However, there is a controversy that has been discussed in the different researches that has demonstrated negative effects of extrinsic rewards on students' intrinsic motivation to learn [2, c. 630].

In early formulation of L2 motivation, Gardner and Lambert suggested that learning of L2 depends on the student's attitudes towards the L2 cultural community of the translation language and the goals and orientations [5, c. 66]. These authors identified two types of motivation. First, the integrative motivation refers to a desire to learn the L2 of a valued community in order to facilitate communication with that group. This type of motivation can be contrasted with the instrumental orientation, which associates with a desire to learn the L2 to achieve benefits of attaining good language proficiency such as getting a better or a higher salary.

Gardner and Lambert suggested that students with an integrative orientation would demonstrate more motivational effort in learning a L2 and, thus, achieve greater L2 proficiency [5, c. 78]. Many researchers were inspired by this formulation, the results of which were inconsistent in their views. The results of this and several similar studies [7, c. 547] lead to a problem for the conceptualization of L2 orientations.

According to the self-determination approach to motivation which was conceptualized by Deci and Ryan [1, c. 168] intrinsic and extrinsic motives of learning a second language can be represented in a systematic framework that can explain and predict how orientations are related to learning outcomes.

Based on the literature review we decided to divide motives in groups and thus to expand the groups of motives. We have chosen six groups: internal, external, cognitive, social motives, motives of perspectives, and motives of achieving success. We represent the functional differences between the distinctions of these groups:

- intrinsic motives (to have a desire to speak L2 and to learn a language with inherently interest and joy);
- extrinsic motives (the learning of a second language leads to a separable result for example, to get diploma, to travel, to take part in different competitions, etc.);
- cognitive motives (motives result in high-quality learning and creativity, deals with the development of cognitive characteristics);
- perspective motives (the need for life-determination, conversion of plans in the future, as well as the desire to prepare for choosing of a future profession);
- social motives (the desire to take a position in the relationship with other people, to get their approval and to earn credibility);
- motives of achieving success (the desire to achieve the goal, to become a successful individual, to focus on achieving professional success in the future, to get positive emotions from a success).

We are interested in which group of motives will be dominant among students in the process of learning a second language. Following these groups, we can also identify the level of students' motivation in the learning of foreign language. The focus of our study is constituted an additional construct as motivated learning behavior and an important antecedent of achievement in language learning [3, c. 37] which is defined as the effort and persistence in actions.

We have briefly presented distinctions between groups of motives. Students who are motivated intrinsically perform out of interest and satisfy the innate psychological needs, and students who are motivated extrinsically have instrumental orientations to some separable outcome. In this regard, the next step of the study is to examine dominant motives which may help to identify the levels of students' motivation in the foreign language learning process. Identifying the preferences of students' dominant motives is necessary for the planning of learning activity and for teachers with the purpose of its organization and correction.

The results obtained from this research will help to make a contribution to enhancing our understanding of the concept of motivation and the relationships among its many facets and they can be used to increase students' motivation in foreign language learning.

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ПСИХОЛОГО-ПЕДАГОГИЧЕСКИЕ ОСОБЕННОСТИ МЕТОДОЛОГИЧЕСКИХ ПОДХОДОВ К ОБУЧЕНИЮ ИНОСТРАННОМУ ЯЗЫКУ В ЗАРУБЕЖНОЙ НАУКЕ И ПРАКТИКЕ: ИСТОРИКО-НАУЧНЫЙ ОБЗОР

Аннотация. В статье рассматриваются методологические подходы к обучению иностранному языку, используемые в зарубежной педагогической науке и практике. Автор анализирует опыт зарубежной педагогики, дает историко-научный обзор, исследует современные концепции, теории, подходы, методики.

Ключевые слова: коммуникация, методы, методика, подходы, методология, концепция, теория, навыки, умения.

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INTERNATIONAL EXPERIENCES OF USING FOREIGN LANGUAGE TEACHING AND LEARNING APPROACHES (A SURVEY-BASED HISTORICAL INSIGHT)

Abstract. This paper argues different methodologies and methods of teaching foreign languages. The paper is concerned with review and analysis of international language teaching/learning methods belonging to and used at different times of English language teaching history. Present-day pedagogy concepts, as well as theories, approaches and procedures of and relevant to language teaching and learning are dealt with on a comparison basis.